

**Texas Education Agency  
Standard Application System (SAS)**

**2014–2016 Educator Excellence Innovation Program**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  Place date stamp here: <div style="text-align: right; font-size: small;">             RECEIVED              TEXAS EDUCATION              AGENCY              2014 JAN 23 PM 4:27              DOCUMENT CONTROL CENTER           </div>
<b>Grant period:</b>	April 1, 2014, to June 30, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, Thursday, January 23, 2014	
<b>Submittal information:</b>	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">           Document Control Center, Division of Grants Administration            Texas Education Agency            1701 North Congress Ave            Austin TX 78701-1494         </div>	
<b>Contact information:</b>	Tim Regal: <a href="mailto:Tim.Regal@tea.state.tx.us">Tim.Regal@tea.state.tx.us</a> (512) 463-0961	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	Vendor ID #	Mailing address line 1	
North East Independent School District	17460153012	8961 Tesoro Drive	
Mailing address line 2	City	State	ZIP Code
	San Antonio	TX	78217-6216
County-		US Congressional	
District #	Campus number and name	ESC Region #	District #
015910		20	TX-021
			DUNS #
			076923283

**Primary Contact**

First name	M.I.	Last name	Title
Terri		Chldgey	Exec. Dir., School Improvement
Telephone #		Email address	FAX #
210-407-0330		<a href="mailto:tchidg@neisd.net">tchidg@neisd.net</a>	210-804-7188

**Secondary Contact**

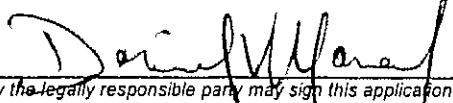
First name	M.I.	Last name	Title
Eric		Wicker	Director, Federal Programs & Career/College Readiness
Telephone #		Email address	FAX #
210-407-0027		<a href="mailto:ewicke@neisd.net">ewicke@neisd.net</a>	210-804-7160

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Daniel		Villarreal	Associate Superintendent/CFO
Telephone #		Email address	FAX #
210-407-0495		<a href="mailto:dvilla2@neisd.net">dvilla2@neisd.net</a>	210-804-7066
Signature (blue ink preferred)			Date signed



Only the legally responsible party may sign this application.

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

North East ISD (NEISD) in San Antonio, TX, will utilize the Educator Excellence Innovation Program grant to implement a proven reform program that will improve teacher quality at four Title I elementary schools with a combined economically disadvantaged student population of 90 percent. Numerous research studies have shown a positive connection between teacher quality and student success. Unfortunately, school districts nationwide struggle with recruiting and retaining the most effective teachers at high-need schools. This trend of less effective teachers with high-needs students is particularly damaging to the very students who need the most intervention. The EEIP grant project will enable the district to attain its goal of improving student achievement. By implementing the Teacher Advancement Program (TAP), the district intends to recruit and retain talented teachers at high-needs schools by providing four elements: 1. multiple career paths; 2. ongoing applied professional growth; 3. instructionally-focused accountability; and 4. performance-based compensation. With highly effective teachers at the center of a school's culture, students are the beneficiaries. The four elements of TAP address the required and preferred practices of the EEIP grant: Induction and Mentoring; Evaluation; Professional Development and Collaboration; Strategic Compensation and Retention; Recruiting and Hiring; and Career Pathways. (Greater detail is available in Schedule #16.)

"Principals in Texas TAP schools report that the system has had a positive impact on teacher recruitment by attracting more and better qualified applicants to their schools. TAP is also credited with decreasing teacher turnover by retaining more effective teachers and drawing more qualified candidates to fill vacancies at their schools."<sup>1</sup> For these reasons, NEISD has studied the effects of the TAP system for several years. However, the lack of available funds has prevented the district from implementing it. The budget for the EEIP grant was developed with the purpose of implementing TAP at as many high-need campuses as possible. NEISD identified four elementary schools for TAP implementation within the grant funding limit of \$1,000,000 per year. The participating schools were chosen for their high rates of economically disadvantaged students and low rates of student achievement. The four Title I elementary campuses performed below the district average on the State of Texas Assessments of Academic Readiness (STAAR) reading and math assessments. One of the four campuses is on the 2013-2014 Focus List, and the other three schools are at risk of not meeting Elementary and Secondary Education Act (ESEA) requirements in future years with the increase of STAAR performance standards. The combination of student demographic data and performance data relate to the EEIP Purpose of Program "to improve student learning and student academic performance, especially the learning and academic performance of students enrolled in districts that receive federal funding under Title I..." The participating schools are in need of a reform strategy to address students' needs and alleviate the implications of ineffective instruction.

Each campus and the district complete an annual needs assessment that is driven by data and incorporated in the Instructional Improvement Plans. These plans identify target areas, objectives/strategies and evaluation indicators. Additionally, a grant planning committee of NEISD staff reviewed STAAR performance data and student demographics of all district Title I elementary campuses. Seven campuses were identified as potential participants based on high rates of economically disadvantaged students and low student achievement on STAAR reading and/or mathematics assessments. The four participating campuses were chosen based on staff support of the grant project.

District staff from the School Improvement department and Curriculum Compliance department will oversee the EEIP grant project. School Improvement staff will bring their expertise to the mentoring, professional development, and collaboration components of the grant. Curriculum Compliance staff oversight of Title I schools is necessary to ensure consistent and high-quality management of the project. These two departments will be supported by several others that have been involved in the EEIP grant planning process, including Human Resources, Payroll, Grant Management, Research, and School Administration & Administrative Staff Development departments. Additionally, the district will partner with the nonprofit National Institute for Excellence in Teaching (NIET) to effectively implement and manage the TAP system. NIET supports TAP in more than 600 schools nationwide. The organization will provide training, monthly site visits, annual reviews and online support to participating schools and district staff. This level of ongoing support will ensure that the TAP program is implemented with fidelity to achieve the desired results.

1 "Highlights of TAP Results - Texas." National Institute for Excellence in Teaching (NIET), n.d. Web. 24 Apr. 2013.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The evaluation of project results will be completed by a third-party vendor, which will be managed by the district's Research department. The evaluation will be paid with local funds. The goal of implementing the TAP system at the four participating schools is to improve student achievement. This goal can be reached by fulfilling the following objectives:

1. Increasing and improving effective instructional practice/instructional skills;
2. Growing student performance on STAAR math and reading assessments;
3. Improving retention rates of effective teachers; and
4. Improving teacher satisfaction with the working environment.

These objectives will be measured with a variety of data sources, including STAAR achievement data, the TAP evaluation rubric, retention rates and valid survey instruments to measure school environment and climate. (Additional detail provided in Schedule #15.)

The NEISD project for the EEIP grant addresses all statutory requirements:

Induction and Mentoring (required) – The participating campuses will hire Master and Mentor teachers to provide instructional coaching, professional development and observations for other teachers. The Master and Mentor teachers will receive a stipend for their additional responsibilities and will have release time to plan professional development activities and fulfill their responsibilities.

Multiple Observations (required) – TAP has its own evaluation system based on Teaching Skills, Knowledge and Responsibilities (SKR) Performance Standards. Principals, Assistant Principals and Master Teachers will be trained and certified to use the TAP rubric. Additionally, the PDAS evaluation, certification and approval process will remain as well as the district's walk-through observation protocol.

Formal Evaluation (required) – Teachers will be evaluated four times during the year: three times using the TAP evaluation rubric and once using PDAS. The TAP evaluation will span a complete lesson and measure: Instruction; Learning Environment; and Designing and Planning Instruction. TAP also involves a Teacher Responsibilities component that includes a survey completed by the Mentor and Master teachers for each career teacher they support. Teachers will also complete the survey on themselves, Master teacher and Mentor teacher.

Collaboration (required) – Teachers will be grouped by grade level into clusters along with a Master and Mentor teacher. These clusters will meet weekly to share instructional strategies. The district's current practice of grade level instructional planning time will remain in place. Other Master teachers and substitutes will be used to cover classes for those teachers involved in collaborative meetings held during the school day.

Professional Development (required) – Teachers will be provided ongoing, applied professional development by the Master and Mentor teachers, which will be data-driven and based on analysis of student work.

Strategic Compensation (required) – Principals, Assistant Principals, Master teachers and Mentor teachers will receive a stipend for their additional responsibilities under TAP. Campus staff who have a direct instructional impact on students' performance on STAAR will be eligible for performance-based pay.

Recruitment and Hiring (preferred) – Master and Mentor teachers will be selected through a competitive application process. Candidates may be asked to submit a portfolio of work and proof of student learning gains. A school-based committee and central office staff will review applicants and conduct interviews to select the best qualified staff.

Career Pathways (preferred) – Teachers will have the opportunity to move into a leadership role as Mentor and Master teachers. Each step on the career path requires increased skills and knowledge and offers additional authority, responsibility and compensation.

It also addressed the four TEA program requirements:

Self Assessment – NEISD has been interested in TAP for several years but lacked funds for implementation.

Timeline – The TAP system provides an implementation guide that includes a timeline of steps and activities.

Staff Support – The affected staff at the participating campuses voted favorably for the grant project in an online survey.

Campus Participation – The project will be implemented at four campuses: East Terrell Hills Elementary, Ridgeview Elementary, Montgomery Elementary, and Walzem Elementary.

The district is committed to the successful implementation of the grant project. If student achievement gains are made as expected, the district would be interested in continuing the project with other funding sources.

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# Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary								
County-district number or vendor ID: 015910		Amendment # (for amendments only):						
Program authority: General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature								
Project period: April 1, 2014, through June 30, 2016								
Fund code: 429								
Part 1: Budget Summary								
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 6/30/15)			Year 2 (7/1/14 – 6/30/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$674077	\$	\$674077	\$674077	\$	\$674077
Schedule #8	Professional and Contracted Services (6200)	6200	\$68000	\$	\$68000	\$68000	\$	\$68000
Schedule #9	Supplies and Materials (6300)	6300	\$18750	\$	\$18750	\$18750	\$	\$18750
Schedule #10	Other Operating Costs (6400)	6400	\$67914	\$	\$67914	\$10160	\$	\$10160
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0
Total direct costs:			\$828741	\$	\$828741	\$828741	\$	\$828741
Percentage% indirect costs (see note):			N/A	\$15141		N/A	\$15141	
Grand total of budgeted costs (add all entries in each column):			\$828741	\$15141	\$843881	\$828741	\$15141	\$843881
Administrative Cost Calculation								
Enter the total grant amount requested:			Year 1			Year 2		
			\$843881			\$843881		
Percentage limit on administrative costs established for the program (10%):			x .10			x .10		
Multiply and round down to the nearest whole dollar. Enter the result.								
This is the maximum amount allowable for administrative costs, including indirect costs:			\$84388			\$84388		

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency  
Standard Application System (SAS)**

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 015910			Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
<b>Academic/Instructional</b>				
1 Teacher			\$	\$
2 Educational aide			\$	\$
3 Tutor			\$	\$
<b>Program Management and Administration</b>				
4 Project director			\$	\$
5 Project coordinator			\$	\$
6 Teacher facilitator			\$	\$
7 Teacher supervisor			\$	\$
8 Secretary/administrative assistant			\$	\$
9 Data entry clerk			\$	\$
10 Grant accountant/bookkeeper			\$	\$
11 Evaluator/evaluation specialist			\$	\$
<b>Auxiliary</b>				
12 Counselor			\$	\$
13 Social worker			\$	\$
14 Community liaison/parent coordinator			\$	\$
<b>Other Employee Positions</b>				
15 Title			\$	\$
16 Title			\$	\$
17 Title			\$	\$
18	Subtotal employee costs:		\$	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
19 6112	Substitute pay		\$89313	\$89313
20 6119	Professional staff extra-duty pay		\$522600	\$522600
21 6121	Support staff extra-duty pay		\$44000	\$44000
22 6140	Employee benefits		\$18164	\$18164
23 61XX	Tuition remission (IHEs only)		\$	\$
24	Subtotal substitute, extra-duty, benefits costs		\$674077	\$674077
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$674077</b>	<b>\$674077</b>

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$

\$

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

1	Specify topic/purpose/service: TAP Core training		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Provides training on TAP system, specifically the TAP evaluation			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$12000	\$12000
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 015910

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

2	Specify topic/purpose/service: NIET Technical Visits		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Monthly visits to participating campuses to manage TAP implementation			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$54000	\$54000
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
3	Specify topic/purpose/service: NIET Annual School Review		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Annual visit to participating campuses to manage TAP implementation			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$2000	\$2000
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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By TEA staff person:

**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 015910

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$68000	\$68000	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$68000	\$68000	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$68000	\$68000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 015910

Amendment number (for amendments only):

**Expense Item Description**

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$16000	\$16000
6399	Supplies and materlals associated with advisory council or committee					\$	\$
Subtotal supplies and materials requirng specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$2750	\$2750
Grand total:						\$18750	\$18750

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 015910

Amendment number (for amendments only):

Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$67914	\$67914
	Specify purpose: TAP National Conference for principals and district staff and TAP Summer Institute for TAP Leadership Teams and district staff to receive training and ongoing support on TAP implementation (Note: The Summer Institute location has not yet been determined and may be in- or out-of-state travel)		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
<b>Grand total:</b>		<b>\$67914</b>	<b>\$67914</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 015910

Amendment number (for amendments only):

**15XX is only for use by charter schools sponsored by a nonprofit organization.**

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX/15XX—Technology hardware, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$	\$
<b>Grand total:</b>				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 2,809

Category	Number	Percentage	Category	Percentage
African American	365	13%	Attendance rate	95%
Hispanic	2156	76%	Annual dropout rate (Gr 9-12)	DNA%
White	198	7%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	75%
Asian	47	2%	TAKS commended 2011 performance, all tests (sum of all grades tested)	20%
Economically disadvantaged	2,532	90%	Students taking the ACT and/or SAT	DNA
Limited English proficient (LEP)	923	33%	Average SAT score (number value, not a percentage)	DNA
Disciplinary placements	24	DNA%	Average ACT score (number value, not a percentage)	DNA

**Comments**

Note: Numbers and percentages above and below are rounded to whole number when possible. The student and teacher ethnicity groups may not total 100% since other groups identified in PEIMS are not included in this schedule.

The participating schools combined have 19.7 beginning teachers representing 9.75 percent, which is not included in Part 2 below. The district average is 4.2 percent beginning teachers.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	7	4%	No degree	0	0%
Hispanic	96	47%	Bachelor's degree	137	68%
White	90	46%	Master's degree	63	32%
Asian	1	.5%	Doctorate	0.2	0.1%
1-5 years exp.	41	21%	Avg. salary, 1-5 years exp.	\$49,122.25	N/A
6-10 years exp.	66	33%	Avg. salary, 6-10 years exp.	\$51,351.25	N/A
11-20 years exp.	44	22%	Avg. salary, 11-20 years exp.	\$55,002.50	N/A
Over 20 years exp.	30	15%	Avg. salary, over 20 years exp.	\$59,503.25	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	393	427	432	430	386	391	350	0	0	0	0	0	0	0	2809
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL:</b>	393	427	432	430	386	391	350	0	0	0	0	0	0	0	2809

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	11	21	24	23	23	20	18	0	0	0	0	0	0	0	140
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>TOTAL:</b>								0	0	0	0	0	0	0	

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus and the district complete an annual needs assessment that is driven by data and incorporated in the Instructional Improvement Plans. The identified needs are then addressed in the plans, which identify target areas, objectives/strategies and evaluation indicators. Each participating campus in the grant project identified a need to improve student performance on STAAR reading and/or mathematics assessments.

Additionally, a grant planning committee of NEISD staff reviewed STAAR performance data and student demographics of all district Title I elementary campuses. The planning committee included representatives from across administrative divisions from the following departments: School Improvement, School Administration & Administrative Staff Development, Human Resources, Payroll, Grants Administration, Curriculum Compliance, and Research. Ultimately, the district's Executive Staff comprised of the superintendent, associate superintendents and Executive Director for Communications reviewed the planning committee's recommendations.

Seven campuses were identified by the grant planning committee and Executive Staff as potential participants based on high rates of economically disadvantaged students and low student achievement on STAAR reading and/or mathematics assessments. These two needs were prioritized above others based on the EEIP grant program description to improve student performance, especially among students in Title I schools with high levels of economically disadvantaged enrollment.

Members of the planning committee also shared insight on teacher effectiveness from walk-through observations at the identified campuses. The committee agreed that improving teacher quality, retaining highly effective teachers and recruiting highly effective teachers were additional needs for the participating campuses.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve student achievement on STAAR reading assessments.	Teachers will be provided ongoing applied professional growth on a weekly basis. Professional development will be focused on learning specific research-based and field-tested instructional strategies to address an identified student need and campus data, to include STAAR reading performance. Professional development may include data analysis, demonstrated lessons and skill development. Additionally, teachers will be rewarded through a performance-based pay system on classroom achievement and school-wide achievement, which should incentivize improvement in performance.
2.	Improve student achievement on STAAR mathematics assessments.	Teachers will be provided ongoing applied professional growth on a weekly basis. Professional development will be focused on learning specific research-based and field-tested instructional strategies to address an identified student need and campus data, to include STAAR mathematics performance. Professional development may include data analysis, demonstrated lessons and skill development. Additionally, teachers will be rewarded through a performance-based pay system on classroom achievement and school-wide achievement, which should incentivize improvement in performance.
3.	Improve teacher quality at high-need campuses	The multiple observations using the TAP evaluation tool is expected to improve teacher quality at the participating high-need campuses. The rubric measures Skills, Knowledge, and Responsibilities (SKR) performance.
4.	Retain highly effective teachers to high-need campuses	Teachers will be rewarded through a performance-based pay system that includes three components: TAP evaluation score average (SKR); classroom achievement and school-wide achievement. High performing teachers will want to stay at TAP schools, and low performing teachers often self-select to leave.
5.	Recruit highly effective teachers to high-need campuses	High performing teachers at non-TAP schools will not have a career ladder option at their school or be eligible for performance-based pay. It is expected that high performing teachers at non-TAP schools will apply for Master and Mentor positions at the participating schools.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Executive Director of School Improvement	<ul style="list-style-type: none"> <li>Principal certification and experience as a principal</li> <li>Deep knowledge of the Texas Essential Knowledge and Skills</li> <li>Knowledge and experience in research-based instructional strategies and professional development</li> </ul>
2.	Director of Federal Programs	<ul style="list-style-type: none"> <li>Principal certification and experience as a principal</li> <li>Deep knowledge of federal Title requirements</li> </ul>
3.	Senior Director of School Improvement	<ul style="list-style-type: none"> <li>Deep knowledge of the Texas Essential Knowledge and Skills</li> <li>Knowledge and experience in research-based instructional strategies and professional development</li> </ul>
4.	Director of Research	<ul style="list-style-type: none"> <li>Deep knowledge of Texas and federal accountability systems</li> <li>Ability to develop process to measure student performance growth</li> </ul>
5.	NIET Program Specialist	<ul style="list-style-type: none"> <li>Experience with TAP implementation in Texas schools</li> <li>Familiarity with Texas accountability system</li> </ul>

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increasing and improving effective instructional practice/instructional skills	1. Selection of Master and Mentor teachers	05/19/2014	05/31/2014
		2. TAP Leadership Team (TLT) Planning	06/01/2014	07/30/2014
		3. TAP training for TLT members	06/01/2014	06/30/2014
		4. TAP training for teachers and practicing evaluations	08/11/2014	09/30/2014
		5. Grade-level Cluster Group Meetings	08/11/2014	06/30/2016
2.	Growing student performance on STAAR reading assessments	1. Grade-level Cluster Group Meetings	08/11/2014	06/30/2016
		2. Implementing teachers' Individual Growth Plans	08/11/2014	06/30/2016
		3. Classroom observations	09/01/2014	06/10/2016
		4. Mentoring and coaching	08/11/2014	06/30/2016
		5. Analyzing student reading performance data	09/01/2014	06/10/2016
3.	Growing student performance on STAAR mathematics assessments	1. Grade-level Cluster Group Meetings	08/11/2014	06/30/2016
		2. Implementing teachers' Individual Growth Plans	08/11/2014	06/30/2016
		3. Classroom observations	09/01/2014	06/10/2016
		4. Mentoring and coaching	08/11/2014	06/30/2016
		5. Analyzing student math performance data	09/01/2014	06/10/2016
4.	Improving retention rates of effective teachers	1. Providing multiple career paths	04/01/2014	06/30/2014
		2. Mentoring and coaching	08/11/2014	06/30/2016
		3. Implementing teachers' Individual Growth Plans	08/11/2014	06/30/2016
		4. Applying instructionally focused accountability	09/01/2014	06/10/2016
		5. Implementing performance-based compensation	06/01/2014	06/30/2016
5.	Improving teacher satisfaction with the working environment	1. Ongoing TAP support through monthly site visits	09/01/2014	05/31/2016
		2. Applying Organizational Health Index process	08/01/2014	06/30/2016
		3. Mentoring and coaching	08/11/2014	06/30/2016
		4. Grade-level Cluster Group Meetings	08/11/2014	06/30/2016
		5. Implementing performance-based compensation	06/01/2014	06/30/2016

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus and the district develop an Instructional Improvement Plan annually. These plans identify target areas, objectives/strategies and evaluation indicators. The plans are developed in coordination with the Campus Instructional Committees and Districtwide Educational Improvement Council. Plan objectives and indicators are reviewed on a regular basis to ensure progress is met. The Instructional Improvement Plan should be updated as needed based on student needs, and shared with campus and district stakeholders.

To develop the EEIP grant project, a planning committee of NEISD staff was created to represent multiple departments that have some involvement in the four elements of TAP. This planning committee may be convened throughout grant implementation to monitor the attainment of goals and objectives.

To monitor the EEIP grant project, the district will partner with the nonprofit National Institute for Excellence in Teaching (NIET) to effectively implement and manage the TAP system. NIET will provide monthly site visits and annual reviews at participating schools and district staff to ensure that the TAP program is implemented with fidelity to achieve the desired results.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NEISD currently uses some practices recommended under TAP. The district employs Instructional Coaches who work closely with campus staff to support teaching in specific content areas and Grade Level Chairs who support their peers. Grade-level teams have planning time together to develop instruction. Under TAP, the Instructional Coach position will be replaced with a Master teacher position that includes additional responsibilities and support across grade levels. The Grade Level Chair position will be replaced with a Mentor teacher position. Individual and grade-level instructional planning time will continue, and TAP cluster group meetings led by Master and Mentor teachers will be added to incorporate professional development and effective instructional practices.

Campus leadership and district staff will work closely to support this planning process. The TAP leadership team (TLT), comprised of the Principal, Assistant Principal, Master teachers and Mentor teachers will meet on a regular basis to effectively manage TAP Implementation. The TLTs will be supported by district staff who will have overall responsibility for the effectiveness of grant funds.

Additionally, the district will partner with the nonprofit National Institute for Excellence in Teaching (NIET) to effectively implement and manage the TAP system. NIET supports TAP in more than 600 schools nationwide. The organization will provide training, monthly site visits, annual reviews and online support to participating schools and district staff. This level of ongoing support will ensure that the TAP program is implemented correctly to achieve the desired results.

In a national survey, 90 percent of Texas teachers reported that TAP increases collegiality (NIET). The district will evaluate workplace support to ensure that participant remain committed to the project.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Compare TAP Schools (Treatment) vs. Comparable Non TAP Schools (Control)	1.	Math and Reading Performance by grade level
		2.	Math and Reading Performance-grade levels combined
		3.	All Subjects: Math, Reading, Writing, Science Performance
2.	Teaching Practices- (Increasing effective instructional practice/skills)	1.	TAP rubric: Skills, Knowledge, and Responsibilities (SKR ) Standards
		2.	TAP observation methods: Classroom Observations
		3.	Other qualitative measures: PDAS evaluation tool and TAP self-evaluation
3.	Compare TAP teaching outcomes to Non TAP teaching outcomes	1.	STAAR Math/Reading: significant growth/gain from previous year by grade
		2.	STAAR Math/Reading: significant growth/gain from previous year-all grades
		3.	STAAR All Subjects: significant growth/gain from previous year-all grades
4.	Compare retention in TAP Schools (Treatment) vs. Non TAP Schools (Control)	1.	Increase in retention rate of teachers at TAP Title I Campuses.
		2.	Retention of effective teachers in TAP campuses.
		3.	Non TAP campuses will have a lower retention rate than TAP campuses
5.	Workplace support: School Environment/Climate and Professional Development	1.	High measures of morale and academic emphasis
		2.	High measures of general and personal teaching efficacy
		3.	High measures of professional support

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The collection of data for each of the evaluation methods/and indicators of program success will be obtained through data sources from the Texas Education Agency (TEA) and Pearson Assessments on STAAR 3rd-5th Grade Math, Reading, Writing, and Science data files. Enrollment and attendance data will be obtained through the Fall and Summer PEIMS data file submitted to the TEA. Additionally, the TAP rubric system data for teachers in TAP schools will be recorded through the Comprehensive Online Data Entry (CODE) system, a comprehensive web-based application to manage teacher observations/evaluations as part of the TAP program. Retention rates of TAP and non-TAP schools will be obtained through the district's Human Resources department. Surveys will be used to measure the school environment, school climate, and attitudes regarding professional development to determine morale, academic emphasis, and integrity and efforts of campus personnel. Additionally, the information collected by campus for number of participants served and student academic data are obtained through the use of the PEIMS data plus web application as well as the Texas Academic Performance Reports for each campus. Staff allocation reports generated by the district central office will determine and confirm the number of teachers and students that the grant will reach out to. The Research Department, along with other departments, such as School Improvement and School Administration will frequently monitor the project evaluation activities to ensure that the data collection process is followed with high fidelity and consistency. If any issues are identified, central office departments and staff will continually refine and obtain the data required to successfully evaluate the grant project.

The evaluation of project results will be completed by a third-party vendor, which will be managed by the district's Research department. The evaluation will be paid with local funds.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Statutory Requirement 1: Required** - Describe the components of the Induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The TAP system includes four elements that will be implemented at the participating campuses: 1. multiple career paths; 2. ongoing applied professional growth; 3. instructionally-focused accountability; and 4. performance-based compensation. Mentorship and instructional coaching will be supported through all four elements.

A core element of the TAP system is the career path, which includes Master teachers, Mentor teachers, and Career teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. Each step on the career path requires increased skills and knowledge and offers additional authority, responsibility, and compensation. Ongoing applied professional growth will allow teachers to increase their skills and knowledge collaboratively with their grade-level cluster group. The district proposes a ratio of 1 to 15 for Master teachers to Career teachers and 1 to 6 for Mentor teachers to Career teachers.

District staff and campus leadership will utilize the TAP guidelines on teacher responsibilities and tailor them to best meet district and campus needs. Master, Mentor, and Career teachers will each have specific performance responsibilities to document areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys under the instructionally-focused accountability element play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the "Skills Knowledge and Responsibilities (SKR) score" portion of the TAP performance award. This 360 degree view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in a TAP school.

**Master and mentor teacher selection**

The district currently allocates Instructional Coaches at Title I campuses. If the district receives the EEIP grant, the Instructional Coach position at the TAP schools will be eliminated and replaced with a Master Teacher position. Existing Instructional Coaches will have the opportunity to apply for a Master or Mentor position.

Master and Mentor teachers will be selected through a competitive hiring process. There will be a unique job posting for both Master and Mentor teachers at TAP schools. Interested candidates will need to complete an application process. Candidates may be asked to submit a portfolio of work, proof of student learning gains and/or interview with a committee. The hiring committee will consist of relevant school and district personnel.

Both Master and Mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, Master teachers are required to have at least five years of successful teaching as measured by performance evaluations (three years for Mentor teachers) and demonstrated expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of the participating schools and districts, and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success, which has prompted the participating schools and districts to adopt the same model.

**Master and Mentor teacher training**

As members of the TAP Leadership team, Master and Mentor teachers are required to attend an extensive CORE training during the summer before initial TAP implementation. This initial CORE training includes an overview of the TAP system, an in-depth training on the evaluation process, leadership team, cluster group meetings, and field testing. Each leadership team member, including Master and Mentor teachers, must attend these initial CORE trainings. Principals, Assistant Principals and Master teachers must also successfully complete a certification test prior to becoming a certified TAP evaluator.

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Mentor stipends

Master and Mentor teachers will receive a stipend for their increased roles and responsibilities. The district proposes a \$5,000 stipend for Master teachers, paid with EEIP grant funds and another funding source. Mentor teachers will receive a \$2,000 stipend paid by EEIP grant funds. The Master and Mentor teachers will also be eligible for performance-based compensation, but will be held to a higher standard of performance than Career teachers.

Master and mentor teacher release time

The Master and Mentor teachers play essential roles in TAP. The Master teacher is not the teacher of record for a classroom, but does have teaching responsibilities. Release time for Master teachers will be managed through the school schedule to ensure that they fulfill two hours of teaching a day, oversee planning and facilitation of cluster meetings, attend TAP Leadership Team Meetings (TLTs), research and field test appropriate targeted strategies to increase student success, demonstrate or model lessons, team teach, conduct follow up teacher conferences and evaluate teacher performance using the TAP rubric.

The Mentor teacher is a teacher of record who is responsible for his/her students and contributes to the success of the grade-level cluster group. In addition to helping create the academic achievement plan for the school, the Mentor role involves serving as a liaison between the Master and Career teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. Mentors will be provided release time for half a day every other week to team teach with colleagues, attend TLTs, observe and provide peer assistance, and support the Master Teacher in all responsibilities.

With the assistance of Master teachers and substitute teachers, weekly release time will also be made available for Mentor and Career teachers to participate in grade-level cluster group meetings.

Mentee observations

Principals, Assistant Principals and Master teachers will observe all teachers three times a year utilizing the TAP evaluation rubric. Additionally, school administration and district staff will participate in regular walk-through observations, which is a current practice. Mentor teachers will be able to observe mentees informally through team teaching opportunities. The participating schools will also continue the PDAS evaluation process.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Statutory Requirement 2: Required** - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The TAP system includes instructionally-focused accountability as one of its four core elements, which supports multiple observations throughout the year.

**Evaluations and Rubric**

Classroom observations—announced and unannounced—are conducted by the Principal, Assistant Principals, and Master teachers. TAP evaluations will occur three times a year.

The TAP evaluation rubric is organized by Skills, Knowledge and Responsibilities, or SKR, performance standards. The Four evaluation domains are: Designing and Planning Instruction; The Learning Environment; Instruction; and Responsibilities. Each evaluation will yield an SKR score, and will be tracked in the TAP CODE system. At the end of the year, the three TAP evaluations will be averaged to produce a final SKR score. The SKR score is one of three components used to determine performance-based compensation.

The table below illustrates one of the instructional indicators on the rubric.

**Teacher Content Knowledge Indicator from the Instruction Domain of the TAP Rubric**

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
<b>Teacher Content Knowledge</b>	<ul style="list-style-type: none"> <li>Teacher displays extensive content knowledge of all the subjects she or he teaches.</li> <li>Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge.</li> <li>The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas.</li> <li>Limited content is taught in sufficient depth to allow for the development of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays accurate content knowledge of all the subjects he or she teaches.</li> <li>Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.</li> <li>The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays under-developed content knowledge in several subject areas.</li> <li>Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge.</li> <li>Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.</li> </ul>

The rubric is shared and explained with teachers during the early stages of TAP implementation, providing them with the standards to which they will be held accountable before they are evaluated. Master, Mentor and Career teachers will be evaluated by the TAP rubric.

The district's practice of PDAS evaluations and regular walk-through observations will also continue at the participating campuses.

**Evaluators and Certification**

To ensure the rigor of these observations, the evaluators must undergo training and annual certification in the use of TAP's rigorous classroom evaluation standards.

Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson. TAP's evaluation data management system, known as CODE, automatically tracks scores to ensure inter-rater reliability.

The process of certifying and approving PDAS appraisers will remain in place. The walk-through observation protocol(s) will also be maintained.

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Pre- and Post-Conferences

TAP teacher evaluations produce more than a score. Before an announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there is a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses.

TAP evaluations ensure that all teachers have the opportunity to grow and become better instructors so that they can contribute to the academic growth of their students.

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**Schedule #16—Responses to Statutory Requirements**

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Amendment # (for amendments only):

**Statutory Requirement 3: Required** - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

As described in the previous section, TAP utilizes instructionally-focused accountability. Teacher effectiveness will be evaluated annually based on multiple measures, including the average of three TAP evaluation scores, a teacher responsibilities survey, and student achievement at the classroom and school-wide level.

**Evaluation Process**

Each teacher will have a TAP evaluation completed by the Principal, an Assistant Principal and a Master teacher for a total of three a year. The evaluation will involve both announced and unannounced classroom observations using the Skills and Knowledge rubric from the TAP Skills, Knowledge and Responsibilities (SKR) Performance Standards. Evaluators are trained to conduct observations that allow for viewing the beginning, middle and end of a lesson. The lesson lengths will vary based upon content and grade level. TAP requires four annual observations, one of which will be a PDAS evaluation. Evaluators will utilize the TAP CODE system to record the observations, which teachers will be able to access to review their results.

The TAP evaluation process is imbedded within a larger scope of professional development for the school. Evaluators are re-certified annually before conducting evaluations. The Standards cover Instruction, Designing and Planning Instruction, and The Learning Environment as defined in 19 indicators scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). An example indicator is included below.

**Indicator from the Standards - "Academic Feedback"**

	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
Academic Feedback	<ul style="list-style-type: none"> <li>Oral and written feedback is consistently academically focused, frequent, and high quality.</li> <li>Feedback is frequently given during guided practice and homework review.</li> <li>The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.</li> <li>Feedback from students is regularly used to monitor and adjust instruction.</li> <li>Teacher engages students in giving specific and high-quality feedback to one another.</li> </ul>	<ul style="list-style-type: none"> <li>Oral and written feedback is mostly academically focused, frequent, and mostly high quality.</li> <li>Feedback is sometimes given during guided practice and homework review.</li> <li>The teacher circulates during instructional activities to support engagement and monitor student work.</li> <li>Feedback from students is sometimes used to monitor and adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The quality and timeliness of feedback is inconsistent.</li> <li>Feedback is rarely given during guided practice and homework review.</li> <li>The teacher circulates during instructional activities, but monitors mostly behavior.</li> <li>Feedback from students is rarely used to monitor or adjust instruction.</li> </ul>

The rubric is taught and teachers are thoroughly trained prior to the tool being used in an observation. TAP teacher evaluations produce more than a score; before each announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there is a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session offers teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson.

**Teacher Responsibilities Survey**

Leadership performance standards are established for Master, Mentor and Career teachers, providing an additional measure of effectiveness. These performance standards are measured using a responsibilities survey that takes into account the different responsibilities and leadership roles of the teachers in each position. The survey is scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). The average score on the responsibilities survey is combined with the average scores on the observation-based rubric (Skills and Knowledge) to form a final Skills, Knowledge and Responsibilities score (SKR score).

The Teacher Responsibilities Survey is completed by the Mentor and Master teachers for each Career teacher they support. Career teachers will also complete the survey on themselves, Master teacher and Mentor teacher.

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An example Indicator from the Responsibilities survey appears below.

**Indicator on the Responsibilities Survey - "Growing and Developing Professionally"**

Performance Standard	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
3. The career teacher develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and Input from the master/mentor teacher and principal observations.	Regularly	Sometimes	Rarely

**Student Achievement**

Teacher effectiveness and differentiated compensation will depend on student growth at grade level teams and school level. The assessments to be used will be STAAR 3rd, 4th, and 5th grade mathematics and reading. Significant growth/gains will be determined by comparing grade level and school wide growth with the average growth of all Title I campuses at NEISD. The impact of teacher effectiveness on any gains by grade level teams and school level achievement will be the determining factor in the amount of pay teachers can earn. Any grade level teams and schools that perform at or above average growth of all Title I schools in the district will earn incentive amounts. However, a minimum target equal to the System Safe Guards performance standard must be met.

Growth will be measured by the difference between percent met standard in the current year from the prior year in Title I schools. The calculation to determine growth will be similar to the Federal Performance Improvement/Safe Harbor formula used in AYP. The average performance of Title I schools will be multiplied by the average growth of all Title I campuses to determine the average growth that Title I schools should meet from the prior year performance. If TAP implemented grade level teams and schools meet this target; they will eligible to receive performance pay for grade level growth and school level growth.

**Research-Based Observation Tool**

The TAP Skills, Knowledge and Responsibilities Performance Standards establish a 19-indicator, research-based observation rubric of effective teaching, spanning the sub-categories of instruction, designing and planning instruction, and the learning environment. The rubric offers a content-neutral, objective means to evaluate teacher effectiveness on a five-point scale. The scores from three TAP observations each year are combined with the score from the responsibilities survey to calculate the summative SKR score.

The standards were developed based on education psychology and cognitive science research focused on learning and instruction. They are aligned with professional teaching standards as they were based on an extensive review of publications from national and state teacher standards organizations. The standards identify a range of proficiency on various indicators, providing a more accurate representation of teachers' instruction.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Statutory Requirement 4: Required** - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The TAP system incorporates strategies that research studies have found to be potentially effective—collaborative learning teams and instructional coaching (Biancarosa et. al, 2010; Sanders et. al, 2009). Additionally, TAP also takes the next critical step by helping schools create an infrastructure that supports high-quality professional development and ensures that the activities ultimately deliver positive results, both for teachers and for their students. The TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies.

**Regular Collaboration**

In participating schools, teachers will receive one-on-one coaching from Master teachers and Mentor teachers. These same teacher-leaders will also facilitate collaborative teams of teachers called “cluster groups,” which meet weekly to learn and develop new classroom strategies and to analyze the impact of those strategies on student learning. After every cluster meeting, Master and Mentor teachers will provide targeted follow-up coaching to help teachers master and effectively implement the strategies they worked on during the meeting, carefully calibrated to meet each teacher’s individual needs. The districts’ Master and Mentor teachers will also serve on a school-wide TAP Leadership Team, led by the principal, which will set clear goals for cluster groups and monitors their progress to ensure success.

In traditional models of professional development, educators are likely to attend a session provided away from their school site with content delivered by district or external presenters. There is rarely follow-up provided with teachers in order to ensure that they have adequately applied the new information to their classroom instruction, or are being supported in their new professional learning. In contrast, the experts leading the professional development in TAP schools are working in the same facility and with the same students as the teachers that they are supporting.

Unlike the fragmented and disconnected traditional approach to professional development, the TAP system provides teachers with a highly structured and focused form of professional development that is ongoing, job-embedded, collaborative, driven by analysis of a teachers’ specific student achievement data, and led by expert instructors. In TAP, Master teachers, Mentor teachers and the principal have an explicit responsibility for planning and leading a range of inter-related professional development activities. While the professional development structure is common across TAP schools, the content is entirely driven by careful analysis of student and teacher needs in any given school. Typical professional development activities include:

**Cluster Groups** – TAP restructures the school schedule to provide time during the regular school day for groups of teachers to collaborate on analyzing student data and learning new instructional strategies to improve student learning. Strategies are selected by Master teachers based on detailed analyses of student achievement data and are only introduced to teachers in the cluster group after the Masters teachers have successfully field tested or vetted the strategies in actual classrooms to demonstrate student learning gains. After Master teachers introduce a new strategy, teachers use the strategy in their own classrooms and then return to cluster meetings with data. The group can discuss how well the strategy worked and refine it further if necessary.

**Individualized Coaching** – The TAP system expects Master and Mentor teachers to follow up after cluster meetings to provide every teacher with one-on-one coaching. These teacher experts are provided with training, authority, time, and additional compensation for their additional roles and responsibilities. Master and Mentor teachers regularly visit teachers’ classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. Master and Mentor teachers carefully calibrate the content and form of coaching to meet teachers’ individual needs based specifically on the students in the teachers’ classroom. For example, they might ask:

- How well did the teacher understand the strategy overall, and did he or she struggle with a particular aspect of it?
- What kind of coaching technique would work best for this teacher in this circumstance – observation and feedback, a demonstration lesson, or co-teaching?
- Will one of the “critical attributes” – the essential elements making the strategy successful – be difficult for this

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teacher, given what I know from the teacher's formal evaluations or what I have observed informally in the teacher's classroom?

Master and Mentor teachers employ a wide range of coaching techniques that can be adapted to suit teachers' individual needs. Some teachers might benefit most from "lighter" coaching in which the Master or Mentor teacher observes the teacher applying the new strategy during a lesson and then follows up with reflective questions and feedback. Other teachers might benefit most from a demonstration lesson during which they get to observe the Master teacher modeling the strategy again with an actual classroom of students. Still other teachers might need more intensive "elbow-to-elbow" coaching wherein they co-teach a lesson to a classroom of students alongside the Master or Mentor teacher.

Coaching can also take place outside the classroom. Mentor or Master teachers can meet with teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a lesson went.

#### Accommodations

Release time for Master teachers will be managed through the school schedule to ensure that they fulfill two hours of teaching a day, oversee planning and facilitation of cluster meetings, attend TAP Leadership Team Meetings (TLTs), research and field test appropriate targeted strategies to increase student success, demonstrate or model lessons, team teach, conduct follow up teacher conferences and evaluate teacher performance using the TAP rubric.

The Mentor teacher is a teacher of record who is responsible for his/her students and contributes to the success of the grade-level cluster group. Mentors will be provided release time for half a day every other week to team teach with colleagues, attend TLTs, observe and provide peer assistance, and support the Master Teacher in all responsibilities.

With the assistance of Master teachers and substitute teachers, weekly release time will also be made available for Mentor and Career teachers to participate in grade-level cluster group meetings.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Statutory Requirement 5: Required** - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Ongoing, job-embedded professional development designed to support teachers in increasing their skills and effectiveness is an essential element of the TAP system. Professional development in TAP schools is provided by school-based expert Master and Mentor teachers, who have been selected to take on additional responsibilities based on their records of improving student achievement and successful work with adult learners.

For teachers to have substantive learning opportunities, practitioners and researchers have emphasized the need for schools to redesign the workplace and create ample time for teachers to meet during their regular work hours (Education Week, 2004). TAP schools structure their schedules to allow for professional development activities to take place during the school day. Every week, Master and Mentor teachers lead career teachers in "cluster groups," small professional development sessions focused on instructional improvement for increasing student achievement. Cluster groups will be determined by grade level. Professional development extends into each classroom as Master teachers model lessons, observe instruction and support teachers to improve their practice. In this way the professional development not only focuses on instructional strategies as previously discussed but also is tied to evaluation results and student assessment data.

**Planning and Providing Professional Development**

TAP schools recruit or develop their own experts who structure professional development around: 1) the needs of students as identified through classroom assessments; 2) the needs of teachers as identified through classroom observations and student work; and 3) the needs of principals as identified through teacher observations and student achievement. Data from students in the school building are analyzed regularly during TAP Leadership Team (TLT) meetings and weekly cluster groups to ensure that the professional development remains focused on improving student outcomes.

**TLT Meetings** – The TLT analyzes student and teacher observation data for persistent areas of weakness across the campus. The broad needs of the school, as identified by the leadership team, inform the topics for the weekly cluster meetings. For example, in schools with weak scores on reading comprehension, the TLT may utilize or create assessments to isolate specific sub-skills of reading comprehension (e.g., making inferences). The TLT monitors the research of specific student-based strategies and the vetted results to plan for cluster implementation.

**Cluster Groups** – Master and Mentor teachers use group settings (cluster meetings) and individual opportunities (e.g., coaching; model teaching) to help teachers build their skills. TAP cluster groups are focused on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers' classrooms. Master and Mentor teachers use evaluation data to analyze areas for improvement across the faculty and for an individual teacher, and address these areas of need in weekly cluster meetings.

**Training Portal** – All teachers will have access to the TAP System Training Portal, an interactive web tool that provides individualized TAP trainings and support. TAP career, mentor and master teachers, along with district and state TAP leaders, will have real-time access to the latest TAP Strategies Library, TAP training modules, and video library. Information can be downloaded, reviewed and delivered to teachers in order to improve instruction.

**Relating professional development to student achievement and evaluations**

These strategies help teachers focus on how students learn and the methods teachers can use to enhance instruction. Master teachers use existing research and experts within and outside the TAP network to select student learning strategies. As stated by Jerald (2009), "Importantly, the new instructional strategies introduced during cluster meetings are not just 'best practices' brought back from a conference, but rather carefully identified and adapted strategies that relate directly to the school's improvement plan." Master and Mentor teachers teach, or field-test, the strategies with

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students in the school while systematically tracking progress in the targeted skill. This allows them to model the strategy effectively for teachers. A Master teacher may field-test a strategy multiple times, adjusting the instruction until it results in growth for all students.

At each cluster meeting, teachers analyze student work to determine the impact of a previous strategy on their students' growth. Based on those results, they then identify modifications or extensions they may need to provide to their students. Additionally, teachers administer pre- and post-assessments to their students so they can measure progress toward mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the state assessment, which can provide teachers with predictors for how students will ultimately perform on the school's STAAR tests.

All TAP teachers are provided the opportunity and resources to improve their skills and raise student achievement. Under TAP, each teacher has an Individual Growth Plans (IGP) to focus on his/her strengths and areas of improvement. The TAP IGP is unlike a traditional growth plan that educators may associate with remediation for poor teaching. TAP teachers are involved in the creation of the IGP. The IGP is differentiated based on teacher needs and aligned with instructional goals and effective strategies.

TAP teachers also receive individualized support in their classrooms. Master and Mentor teachers regularly visit teachers' classrooms to provide highly intensive and personalized coaching. This support is based on the needs of the teacher and may vary from lesson planning to a Master teacher modeling a strategy in the teacher's classroom. The value of this support is magnified by the fact that the teacher receives guidance from the same Master teacher throughout the year, ensuring that the Master teacher, as the provider of professional development and evaluations, has had an active role in tracking the progress and needs of a specific teacher.

As noted, teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In their case, support from expert Master teachers will serve to further hone their skills in the classroom. Teachers with sustained effectiveness have the opportunity to take on expanded roles and responsibilities along a career pathway as Master and Mentor teachers.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Statutory Requirement 6: Required** - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The TAP system differentiates compensation based on responsibilities and performance.

Stipends

The members of the TAP Leadership Team (TLT) will receive stipends based on their responsibilities in implementing the project. Each step on the career path requires increased skills and knowledge and offers additional authority, responsibility, and compensation.

Principals at participating schools will receive a \$10,000 stipend – of which \$5,000 will be paid with the EEIP grant and \$5,000 will be paid by another funding source. Assistant Principals at TAP schools will receive a \$5,000 stipend. Master teachers will receive a stipend of \$5,000 – of which \$1,400 will be paid with the EEIP grant and \$3,600 will be paid by another funding source. Mentor teachers will eligible for a \$2,500 stipend paid with grant funds.

Performance-Based Compensation

The TAP System rewards teachers and other personnel who demonstrate effectiveness on multiple measures, including student growth and classroom observations. The compensation involves differentiated levels of bonuses based on the level of direct instructional impact on students' performance on STAAR. Master and Mentor teachers will also be eligible for performance-based compensation.

Teachers and eligible staff earn performance-based compensation based on three criteria: the Skills, Knowledge and Responsibilities (SKR) Performance Standard, classroom STAAR performance standards and school-wide STAAR performance standards. Each of these criteria will be weighted based on the role of eligible staff. The table below identifies three tiers of eligible staff, the criteria used to determine the performance-based compensation and the designated award pool.

**NEISD TAP Pay Structure**

Tier	Group	Criteria (Weights %)	Award Pool (Budget)	Award Cap
1	Grades 3-5 General and Special Education teachers	SKR Score (50%) Classroom STAAR Performance (30%) School-wide STAAR Performance (20%)	\$2,500	\$5,000
2	Grades PK-2 General and Special Education teachers, Master Teachers, Instructional Intervention Teachers, and Bilingual Specialists	SKR Score (60%) School-wide STAAR Performance (40%)	\$1,500	\$3,000
3	Non-core professionals and instructional assistants <ul style="list-style-type: none"> <li>GT, Music, PE</li> <li>Librarian, Counselors, Family Specialists</li> <li>Speech pathologists, LSSPs</li> <li>PK assistants, Ready Set Go (tuition-based PK) assistants, instructional assistants, special education assistants</li> </ul>	School-wide STAAR Performance (100%)	\$1,000	\$2,000

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Minimum performance levels have been established for each portion of the award. Minimum SKR scores are different depending on the teacher role, reflecting the different responsibilities and expectations for Career, Mentor, and Master teachers. Career teachers must earn a minimum average score of 2.5 or higher, Mentor teachers a score of 3.5 or higher and Master teachers a score of 4 or higher to qualify for the SKR portion of the performance pay. The SKR portion of the pay criteria is weighted as it directly measures individual teacher quality.

Classroom student growth measures are also an important part of measuring teacher performance. Teachers can analyze the link between their students' achievement growth and their own instructional skills, with the help of the TAP Leadership Team. This helps teachers to better understand specifically how to change their own practice to increase their students' achievement.

Basing a portion of the overall incentive on the school-wide achievement is important for two critical reasons. First, not all teachers receive individual classroom scores, and this measure gives them an opportunity to receive bonuses based on the whole school's student achievement growth. Second, theory, research and 14 years of experience in TAP schools indicate that school-wide performance awards promote professional collaboration, staff collegiality, and alignment of organizational resources with instructional goals. The optimal approach to incentives is to balance individual and group incentives wherever possible as it motivates high personal performance as well as positive contributions to teamwork.

Like with SKR scores, minimum performance levels will also be established for the classroom and school-wide achievement criteria.

A teacher may earn a partial award for meeting minimum performance levels for one of the measures, even if he or she did not meet minimum performance levels on the other two measures. Within each measure, teachers receive a larger award as their score increases, differentiating incentives and ensuring performance awards are of sufficient size to affect behavior.

#### Benefits of Performance-Based Compensation

Research has shows performance incentives can be effective. Lavy (2002) found positive gains in student achievement resulting from a bonus plan offering up to three percent of base pay, although many researchers recommend larger bonuses than that. A study of a performance incentives program in North Carolina found improvements in student achievement associated with award sizes as small as \$1,500 (Vigdor, 2009).

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Statutory Requirement 7: Preferred** - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

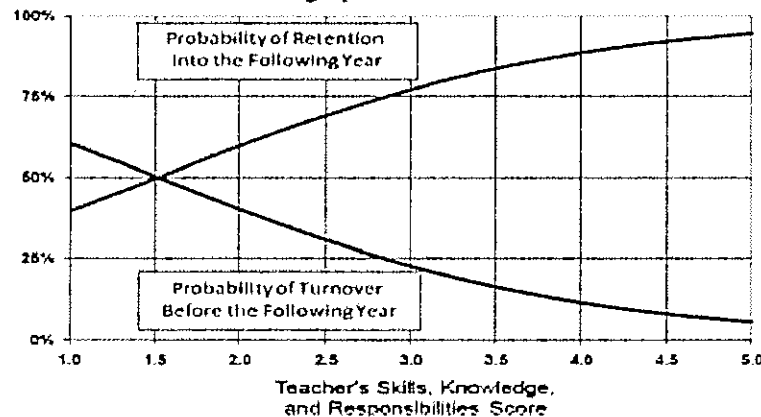
According to leading education writer and policy expert Craig Jerald, "The TAP design does not achieve alignment merely by including teacher evaluation and professional development along with teacher pay in the model, but rather by employing several explicit strategies that allow other school-wide practices to support and reinforce differentiated compensation, and vice versa" (Jerald, 2009). TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools.

**Quality of applicants**

As previously described, Master and Mentor teachers will be selected through a competitive application process that includes intensive interviews and may include a portfolio of work, proof of student learning gains and/or conducting model lessons. A school-based committee and district staff will review applicants and conduct interviews. Both master and mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers are required to have at least five years of successful teaching as measured by performance evaluations (three years for mentor teachers) and demonstrated expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of the participating schools and districts, and are likely to be effective. This hiring process for Master and Mentor teachers has been implemented in other TAP schools with great success, which has prompted the participating schools and districts to adopt the same model.

**Recruitment and Retention**

The size and structure of TAP performance awards have been proven to affect educator behavior and recruitment and retention decisions in high-need schools as shown in the chart below, "Increased Retention of Highly Effective Teachers in TAP Schools."

**Increased Retention of Highly Effective Teachers in TAP Schools<sup>7</sup>**

TAP uses multiple measures and a mixed model of group and individual incentives to achieve the behavioral changes necessary to recruit and retain effective teachers and to increase buy-in, collaboration, and collegiality in TAP schools. TAP's individual performance incentives are comprised of classroom performance (when available) and SKR scores. The school-wide achievement measure is TAP's group performance incentive. Based on the results of this experience, and the research below, we believe the incentives proposed for the participating schools will be sufficient to affect behavior. TAP's comprehensive approach to incentives attracts effective teachers and principals because of its opportunities for expanded pay and supportive working environment in high-need schools. In addition, TAP's

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performance-based incentives, instructionally focused accountability and on-site professional development support continuing improvement in teaching and leadership skills. In this way, TAP increases the percentage of effective educators in a school through a combination of recruitment and retention.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Statutory Requirement 8: Preferred** - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

As previously discussed, a core element of the TAP system is the career path that includes Master teachers, Mentor teachers, and Career teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. For the EEIP grant, NEISD proposes a ratio of 1 to 15 for Master teachers to Career teachers and 1 to 6 for Mentor teachers to Career teachers.

**Teacher Responsibilities**

District staff and campus leadership will utilize the TAP guidelines on teacher responsibilities and tailor them to best meet district and campus needs. Master, Mentor, and Career teachers will each have specific performance responsibilities to document areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys under the instructionally-focused accountability element play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the "Skills Knowledge and Responsibilities (SKR) score" portion of the TAP performance award. This 360 degree view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in a TAP school.

**Campus Leadership**

Multiple career paths incentivize teachers to take on new leadership roles (i.e., Mentor and Master teacher) and additional responsibilities with corresponding increases in pay. In a TAP school, "Career teachers" are regular classroom teachers, and Mentor teachers are released from their classrooms a portion of their time. Master teachers will replace the district's current position of Instructional Coach at TAP schools. They are not assigned to a specific classroom, but rather work as an instructional leader with teachers and deliver high-quality instruction directly to students.

Master and Mentor teachers are selected through a competitive, performance-based hiring process and form a TAP Leadership Team (TLT), along with the Principal and Assistant Principals, to deliver school-based professional support and conduct classroom observations. Both Master and Mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, Master teachers are required to have at least five years of successful teaching as measured by performance evaluations (three years for Mentor teachers) and demonstrated expertise in content, curriculum development, student learning and data analysis.

**Mentorship and Collaboration**

In participating schools, teachers will receive one-on-one coaching from Master teachers and Mentor teachers. These same teacher-leaders will also lead collaborative teams of teachers called "cluster groups," which meet weekly to learn and develop new classroom strategies and to analyze the impact of those strategies on student learning. After every cluster meeting, Master and Mentor teachers will provide targeted follow-up coaching to help teachers master and effectively implement the strategies they worked on during the meeting, carefully calibrated to meet each teacher's individual needs.

**Observations**

Principals, Assistant Principals and Master teachers will observe all teachers three times a year utilizing the TAP evaluation rubric. Mentor teachers will be able to observe mentees informally through team teaching opportunities.

**Professional Development**

Master and Mentor teachers will use cluster group meetings and individual opportunities (e.g., coaching; model teaching) to help teachers build their skills. TAP cluster groups are focused on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers' classrooms. Master and Mentor teachers use evaluation data to analyze areas for improvement across the faculty and for an individual teacher.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Statutory Requirement 9:** If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable

**Statutory Requirement 10:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not applicable

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**Statutory Requirement 11:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable

**Statutory Requirement 12:** If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**TEA Program Requirement 1:** Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NEISD has been interested in the TAP system for several years. Unfortunately, the lack of available funds has prevented it from being implemented. NEISD does not have any schools currently participating in TAP.

In 2013, the district submitted an Investment in Innovation (I3) federal grant application to include piloting TAP at two high-need schools, but the application was not invited to the final stage of competition.

Other funding sources are not readily available. While Title funds may be used for some of the four elements of TAP, federal restrictions prevent the funds from being used for all of them. The district has been unable to secure any additional funding sources for complete TAP implementation at multiple schools.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 015910

Amendment # (for amendments only):

**TEA Program Requirement 2:** Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Year 1, April 1, 2014 – June 30, 2015**

Activity	Start	End
Convene district planning committee and participating principals to plan immediate next steps, to include campus presentations and Master and Mentor job postings	Notification of Grant Award (April 2014)	April 30, 2014
Conduct campus presentations to review more details about implementation	Notification of Grant Award (April 2014)	April 30, 2014
Develop and implement transfer process for teachers not committed to TAP implementation	Notification of Grant Award (April 2014)	June 15, 2014
Post Master and Mentor positions	May 5, 2014	May 16, 2014
Review Master and Mentor application and develop a list of qualified applicants	May 19, 2014	May 23, 2014
Interview and select Master and Mentor teachers	May 27, 2014	May 31, 2014
Establish TAP Leadership Team (TLT) and conduct initial meeting to review roles, responsibilities and expectations	June 2, 2014	June 6, 2014
Attend TAP Core training	June 6, 2014	June 30, 2014
Develop school cluster plan for year 1	August 11, 2014	August 15, 2014
Conduct TAP Startup of School Workshop	August 18, 2014	August 20, 2014
Practice TAP evaluations	September 1, 2014	September 30, 2014
Conduct three TAP evaluations	October 1, 2014	April 30, 2015
Attend TAP National Conference (principals and district contacts only)	March 2015	March 2015
Analyze performance-based pay criteria, identify award amounts and provide file to payroll	May 1, 2015	June 30, 2015
Fill any Master and Mentor vacancies	June 1, 2015	June 30, 2015
Convene district planning committee and TLTs to review year 1 results	June 1, 2015	June 30, 2015
Attend TAP Summer Institute (TLTs and district contacts only)	June 2015	June 2015

**Year 2, July 1, 2015 – June 30, 2016**

Activity	Start	End
Complete year 1 expenditure report and evaluation report	July 1, 2015	July 31, 2015
Attend TAP Core training (new TLT members only)	June 8, 2015	June 30, 2015
Develop school cluster plan for year 2	August 10, 2015	August 14, 2015
Conduct TAP Startup of School Workshop	August 17, 2015	August 21, 2015
Practice TAP evaluations	September 1, 2015	September 30, 2015
Conduct three TAP evaluations	October 1, 2015	April 30, 2016
Attend TAP National Conference (principals and district contacts only)	March 2015	March 2015
Analyze performance-based pay criteria, identify award amounts and provide file to payroll	May 1, 2015	June 30, 2015
Convene district planning committee and TLTs to review year 2 results	June 1, 2015	June 30, 2015
Attend TAP Summer Institute (TLTs and district contacts only)	June 2015	June 2015
Complete year 2 expenditure report and evaluation report	July 1, 2016	July 31, 2016

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A grant planning team and Executive Staff identified seven potential campuses based on high rates of economically disadvantaged students and low student achievement on STAAR reading and/or mathematics assessments. Presentations were made at all seven campuses to provide an overview of the EEIP grant requirements and TAP elements. A Frequently Asked Questions (FAQ) document was created after the campus presentations to address questions and concerns, which was distributed to affected staff. Staff then had an opportunity to show their level of support for the EEIP grant and TAP Implementation through an online, anonymous survey. Following are the results:

Campus	Do you support your current school being included in the district's EEIP grant application in order to implement the TAP system?		Total Responses*	Total Teachers
	For	Against		
East Terrell Hills	63%	37%	27	51
Jackson-Keller	39%	61%	57	57
Montgomery	54%	46%	50	44
Olmos	37%	63%	30	49
Ridgeview	56%	44%	57	47
Walzem	90%	10%	44	48
West Avenue	41%	59%	29	28

**TEA Program Requirement 4:** Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The four participating campuses were chosen based on staff support of the grant project. The participating schools are:

East Terrell Hills Elementary, 4415 Bloomdale, San Antonio, Texas, 78218  
 Montgomery Elementary, 7047 Montgomery Dr., San Antonio, Texas, 78239  
 Ridgeview Elementary, 8223 N. McCullough, San Antonio, Texas, 78216  
 Walzem Elementary, 4618 Walzem Rd., San Antonio, Texas, 78218

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